

Rich Tasks

examining pedagogy, curriculum and assessment

An introduction
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Outcomes for today

- Develop an understanding of what makes an authentic assessment.
- Beginning awareness of how to plan units of work with intellectual bite.
- Opportunity to reflect on current practice with the view of making future predictions for learning

In Summary - Aim of the Day

Participants to develop knowledge, strategies & skills **to begin discussion with their school community** on a curriculum, assessment and pedagogy journey.



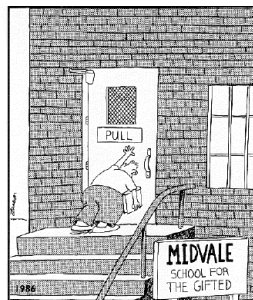
Building a Professional Learning Community

Just Like Me

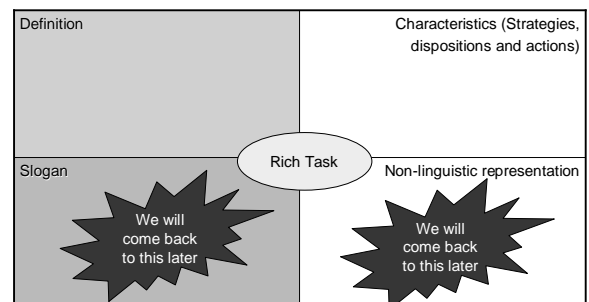


What do we currently know?


- Brainstorm in groups words, statements, ideas and strategies you associate with rich tasks.
- Come up with a definition about rich tasks. Place this on a post-it note.



Frayar Model




Frayer Model

Definition: Continuous learning is about having a mind set to take on and seek new information and by doing so make connections and reflections to past and present thinking and learning.	Characteristics <ul style="list-style-type: none"> • Asking questions • Reflecting • Seeking peoples ideas • investigating
Slogan, saying or metaphor: Learning continuously is like a never ending journey, because the horizon is always changing	Non-linguistic representation 

Rich Task

Frayer Model

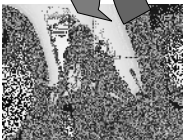
Definition Striving accuracy is about ensuring work/product is precise with little or no errors.	Characteristics <ul style="list-style-type: none"> • Working towards a clear target • Cross check work • Proof read • Asking for feedback • Asking clarifying questions when unclear
Slogan, saying or metaphor: Striving for accuracy is like playing golf, because you have a precise target to aim for.	Non-linguistic representation 

HoM
Striving for accuracy

Brief history....



Prof Allan Luke heads a research team – QSRLS 1998 to 2000.



QSRLS identified productive approaches to classroom pedagogy and assessment.

"New Basics" became a trial based on the findings.

Allen Luke as the visionary thinker



Dr Gabrielle Matters, became the Director of Assessment & New Basics in QLD.

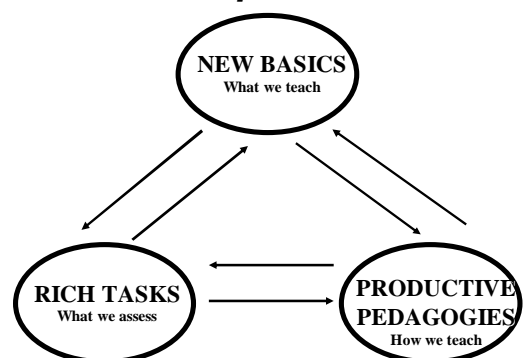
Mission was to take theory and convert it to practice

New Basics – What was it?

- 4 year Trial supported by an Implementation team
- Futures orientated curriculum based on 4 curriculum organizers rather than KLA's
- Trans- disciplinary learning

What is different about New Basics?

Conceptual Pivots



Conceptual Pivots

NEW BASICS What we teach

Uncluttering the curriculum – providing opportunities for intellectual depth / quality in learning through engaging students in ongoing change based on social, technological and economic conditions.

Conceptual Pivots

Identifying and developing teaching and learning strategies that support intellectual rigour, inclusivity, and connectedness

PRODUCTIVE PEDAGOGIES

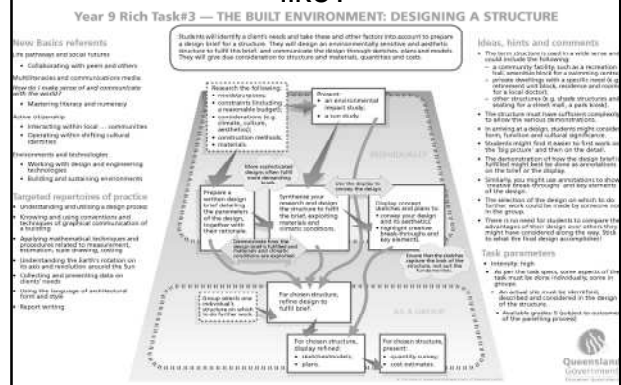
Conceptual Pivots

Providing conditions for students to talk to students, teachers to collaborate in connected, intellectually powerful assessment activities - 20 assessable & reportable outcomes over 9 years.

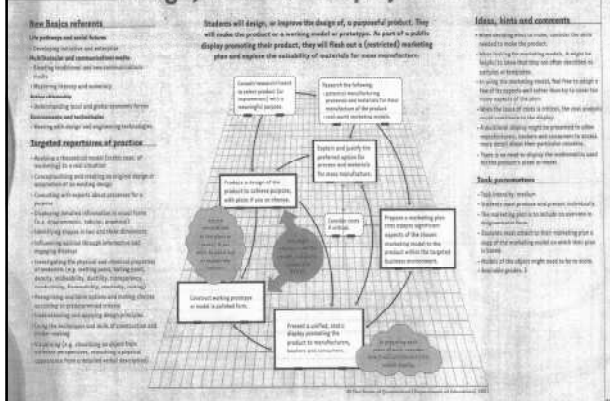
RICH TASKS

Most people want to start here!

What do the original Rich Tasks look like?

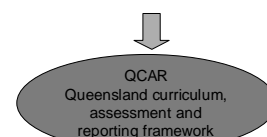


Design, Make and Display a Product

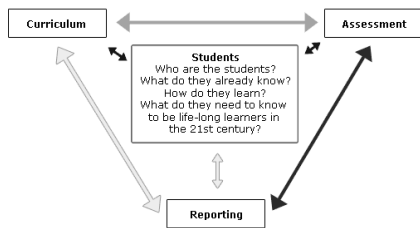


Where is Queensland now?

- We have moved away from New Basics
 - Morphed & adapted as a result of findings
 - Developed a more useable concept of Rich tasks called QCATs (QLD comparable assessment tasks) and curriculum framework



QCAR Framework



- Adapted the original concept to include reporting

QCATs in summary

- The QCATs are authentic, performance-based assessment tasks.
- Each year, students in Years 4, 6 and 9 will be given opportunities to demonstrate their achievement of targeted Essential Learnings in English, Mathematics and Science.
- The model of comparable assessments is designed to promote consistency of teacher judgments.

What schools have access to

Assessments are presented as packages and will include:

- a **Student booklet** — the assessment as presented to students
- a **Guide to making judgments** — states what is valued in the assessment and gives descriptions of the expected qualities of demonstrated student learning
- Teacher guidelines** — task-specific information about the *Essential Learnings* being assessed, preparation, implementation and feedback
- an **Indicative A response** — an example of an A model response
- Assessment-related resources** (where applicable) — audio and/or visual stimulus required to complete the task
- Sample responses** (when available) — student responses annotated to clarify how the sample matches the task-specific descriptors in the Guide to making judgments.

Reference sites

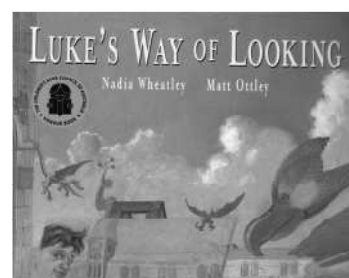
- QCATs assessment bank
 - <http://www.qsa.qld.edu.au/assessment/3162.html>
- Teacher versions of rich tasks “blue prints”
 - <http://education.qld.gov.au/corporate/newbasics/html/blueprints/blueprints.html#blueprint>
- Rich task linked to essential learnings (outcomes)
 - <http://education.qld.gov.au/qcar/map-rich-tasks.html>

How do we develop a good rich task/authentic assessment?

- A rich task needs to be based around a meaningful curriculum and supported by good teaching.
 - Is what you are teaching worth assessing?
 - In terms of teaching are we doing the job or getting it right?

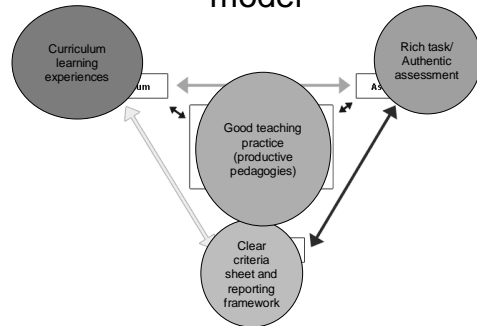


What do we think is worth teaching?



What did we come up with?

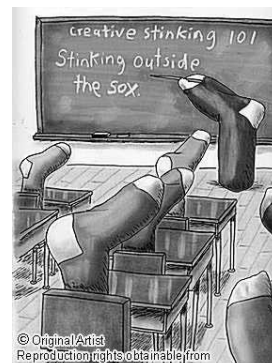
Where do your ideas fit into this model



Something to think about

- An authentic assessment task needs to have a clear focus so student know what is expected of them.
 - No secrets
 - Criteria matched to the assessment
 - Learning experiences allow all students an opportunity to achieve goals
 - Teaching needs to promote thinking not just getting answers right

Activity to get us thinking



Do you know what a spider looks like?

Draw a spider on a piece of paper

Question	No of responses
Number of body parts	
1	
2	
3	
Number of legs	
6	
8	
Other	
Where are legs attached	
All the parts	
First part	
Second part	
Third part	
Tail	
Yes	
no	

Lesson to Be Learnt

- Make sure you are clear about what it is you want achieved and what it will look like!
- This is about un-cluttering the curriculum and have clearing expectations



Findings from QSRLS 2001

Assessment tasks:

- Were not closely matched to the criteria sheet.
- Generally required little intellectual challenge.
- Focus most often on recall;
- Confined mostly to written tasks, not debates, research projects....
- Usually were directed to the teacher as the sole audience.

Task

- Individually come up with at least one features you would consider essential in a good assessment instrument. Give an example to demonstrate this point.
- Share ideas across the group.
- Come up with a group list.

Linking Curriculum, Assessment & Pedagogy

- Need for alignment between the three
- Need for greater assessment literacy amongst teachers
- Good assessment practices have the features of productive pedagogies
- Not about reporting content

Our assessment makes visible
our strategic choices of what we
value

These should be our
examples of quality
guarantees

Before we break

Some questions to consider

What is it we value?

**Are we assessing
what we value?**

**What evidence do we
have of student
learning?**

MORNING TEA

